ASSESSMENT 1 PART B BRIEF

Subject Code and Title	MGT601 Dynamic Leadership
Assessment	Assessment 1, Part B: Reflexive Report
Individual/Group	Individual
Length	Up to 2,000 words
Learning Outcomes	a) Explore and reflect on self- development as a leader to build self-awareness

b) Through critical reflection on key leadership theories develop a personal leadership development strategy.

c) Analyse and develop the capacity to influence, motivate and inspire others in your workplace and/or community organisations. |
Submission	By 11:55pm AEST/AEDT Friday at end of Module 4.1 (Week 7)
Weighting	30%
Total Marks	30 marks

Context:

The learning design of this subject is to focus on your own leadership journey and not to study leadership as some remote, theoretical concept that applies to other people. This assessment enables you to build self-awareness and a clear sense of how you came to be the person and emerging leader that you are today. It encourages deep reflection on your life and leadership journey to your present position. It helps you to increase your understanding of your current leadership capabilities and potential. The assessment requires you to establish a mentoring relationship with another student in the class so that you can provide mutual learning support and exchange constructive feedback with each other. *In addition to this classmate, you can also request feedback from a trusted colleague in your work, personal or wider student networks.*

Your Task:

Your task in Assessment 1 Part B is to reflect on you own leadership journey up until now, your current role or position, how you influence others, how you lead, contribute to or react to organisational and cultural changes and your current level of self-awareness and self-confidence to lead others in your organisation and/or community.

Assessment 2, which is due at the **end of WEEK 11**, builds on the first and asks you to prepare a plan for the next stage of your leadership journey. The assessments are integrated pieces of work and you should bear in mind the final part as you work on this part. All assessments need to be strongly based on the established theories and models of leadership to help you interpret and explain your leadership challenges.

Working with Your Partner [this is 20% (Criterion 2) of your overall assessment]:

You need to be proactive to connect with other students in your on-line/ face-to-face class, once you post your personal introduction on the "Welcome and Introductions" Discussion Forum. On-line students can select a partner from class mates who have posted introductions, or choose a trusted colleague from your work, student or personal networks. On-line students need to take responsibility for selecting and interacting with a partner. Face-to-face students will be guided by your facilitator, taking into account diversity of backgrounds to enrich your learning experience. More detailed guidelines for working with your partner are provided at the end of this section.

- Key points from the feedback you receive from your partner and others, combined with your reflection and interpretation of this feedback in the context of your leadership journey, needs to be included in your report.
- You may wish to also include key points of the feedback that you gave your partner and reflect on it. Feedback often says as much about the person who gives as the person who receives it.
- The feedback summaries/ transcripts can be included as appendices, where they will not be included in the word count.

While the assessment includes feedback from the interaction with your partner, each person is to submit his or her own, individual report.

More detailed guidelines for working with your partner are shown at the end of this brief.

Possible Structure:

A possible structure for your report is shown below. This is a suggestion only and is not mandatory. Other structures would be appropriate, provided that they enable you to demonstrate your learning according to the rubric shown in the brief for the first assessment.

1. A clear logic flow, using a *"Contents"* page and section headings, will help your readers to follow your thinking.
2. The use of an "*Executive Summary*" will tell your reader the key points of your report, including recommendations for action.
3. An "*Introduction*" to set the context
4. The ***body of your report*** should address the following issues. The percentages in brackets indicate a suggested proportional length of each section. Give appropriate sub-headings to each Part of this 'body'.

- Your current/recent role, responsibilities and leadership challenges in your organisation or community. (10%)
- Key aspects of your leadership journey so far (eg who influenced you, how you formed your self-image as a leader, any critical events that have been influential). This should not be a chronology or a CV. It is a reflection on a small number of the most influential aspects or turning points in your leadership development. (15%)
- The results of the Gallup Strengths Finder and any other personality or leadership style inventories that you have completed and your interpretation of the results. This can be a summary of the report (key details) that you presented for Assessment 1 – Part A. (15%)
- Key feedback points on your current leadership style, capabilities, effectiveness, interpersonal and social skills associated with Emotional Intelligence, personality assessments etc, that you have received from your partner and other trusted sources. (20%)
- The implications of the feedback and your reflection on its significance. It could include your preliminary thinking on what you do about it, to be expanded in your second submission. (30%)
- Link to theory and conceptual frameworks that explain or clarify your experiences and feedback. (You could incorporate the links to theory/models throughout your report or collect them in one section. **The important point is that you anchor your submission with appropriate models or theories.** (20%)

5. A "*Conclusion*" to capture your key learnings is desirable in a business subject. Detailed, supporting information such as psychometric results and planning templates should be placed in an appendix, where they will not be included in the word count.

Reflexive Writing - First Person:

You should write in the first person, because this is about YOU, your reflections and your interpretations. (eg "I considered this advice to be….. because it had a big impact on my……..and it helped me to understand my………..").

Try to be as specific as possible, use brief examples to illustrate your points and try to select examples that enable you to demonstrate learning against the attributes in the rubric.

All other principles of academic writing apply, including strict referencing, acknowledgement of the work of others and avoidance of plagiarism.

Referencing:

Include a list of specific references that you have actually used in your report. For this assessment, a minimum of three journal articles, academic papers or textbooks from within the subject module as a starting point is expected. References to any secondary sources or web sites are additional. The reference list and Executive Summary and any appendices will not be included in the word count.

It is essential that you use appropriate APA style for citing and referencing research. Please see more information on referencing here http://library.laureate.net.au/research_skills/referencing

Submission Instructions:

Submit your Self-Reflective Analysis in *Assessment 1 Part B submission* link in the *Assessment* section found in the main navigation menu of the subject Blackboard site. A rubric will be attached to the assessment. The Learning Facilitator will provide feedback via the Grade Centre in the LMS portal. Feedback can be viewed in My Grades.

Marking Rubric:

Your reports will be marked against the rubric which is show on the next pages. Please ensure that your submission addresses all five of the Assessment Criteria in the rubric.

Guidelines for Working with Your Partner [20% -see criterion 2 of this assessment rubric]

The following information should help you to start to build a mentoring relationship with your partner.

In commencing the relationship, it will be helpful to work through the following steps:

1. Make initial contact through the Discussion Forum.

2. Establish an oral confidentiality agreement with each other so that you are both clear that you will not disclose personal information to others. It is appropriate to describe concepts, learnings and insights about the leadership journey of yourself and your partner in your assessment submission but not personal details that can be identified with an individual.

3. Agree on how you will communicate with each other. You can use a range of tools within the "Group" facility on Blackboard, including emails, blogs, wikis, file exchange, or alternative. You may prefer to establish a separate text or voice channel, such as Skype. Keep a record of your partner interactions (date, time, what).You may include this in your appendices as evidence of this communication process.

4. Provide your partner with brief background details on your role, employment and current leadership challenge to set the context.

5. Provide more detailed information on your personal leadership journey and current challenges. The questions in the paper by George et al on Authentic Leadership are a good starting point for you and also to ask your partner about. You can also share the contents of your reflexive journal.

6. Listen carefully to your partner's story and current challenges, probe respectfully to encourage deeper reflection and understanding and suggest alternative approaches where appropriate. Please respect each other's boundaries and do not go beyond what each is comfortable to disclose. This is intended to be mentoring and not psychotherapy!

7. As you progress through the modules, record any insights about your leadership journey in your reflexive journal. You may wish to exchange journals or a summary of key points with your partner.

8. In asking and learning about your partner's leadership journey, it is likely that you will develop deeper insights into your own journey.

Learning Rubric: Assessment 1B Reflexive Report

AssessmentCriteria	Fail 0-49%	Pass 50-64%	Credit 65-74%	Distinction 75 -84%	High Distinction 85-100%
	<15	15+	19.5+	22.5+	25.5+
1.Reflect on, and **explain**, critical points of leadership behaviour from your experience. **30%**	Little or no reference to (own) your personal experiences or observations on leadership.	Occasional references to your own personal experiences and learning about leadership.	Frequent references to your own personal leadership experiences or observations, with reflection on outcomes and learning.	Frequent and deep reflection on your own personal leadership experiences, clear reflection and new insights.	Multiple, deep reflections, significant new insights on your own leadership and evidence of changing behaviours.
9	<4.5	4.5+	6+	6.75+	7.5+
2.Explain the process of giving and receiving constructive feedback with a peer, and the implications of feedback **20%**	Little or no evidence of feedback either received or given.	Basic description of feedback received and given but with little or no interpretation.	Clear description of feedback received and given with useful interpretation and reflection in implications	Concise description and analysis of feedback received and given with clearly expressed interpretation of implications and impact.	Very insightful presentation of feedback received and given with explicit interpretation of implications and indicators of changing behaviours
6	<3	3+	4+	4.5	5+
3.Apply and evaluate conceptual frameworks of leadership with reference to your own leadership journey. **20%**	Little or no reference to the conceptual frameworks or theoretical models of leadership.	Basic coverage of at least one relevant conceptual framework for leadership development.	Clear coverage and comparison of at least two models or frameworks for development, including some evaluation.	Coverage of multiple models of development with clear evaluation and selection of most appropriate framework for your own development.	Clear understanding and brief evaluation of multiple modes and justification of selection of most appropriate framework for your own development.
6	<3	3+	4+	4.5	5+
4.Support your evaluation with **evidence** from the literature **20%**	No, or limited reference to readings in subject module only. Many errors in APA referencing format.	Evidence of some relevant reading beyond the core readings. Several errors in APA referencing format.	Evidence of substantial, relevant, reading beyond the core readings, with adequate citations and reference list, in APA format, with few errors.	Evidence of substantial, reading beyond the core readings, with application to your own development plan. High level of accuracy in citations and referencing list in APA format.	Evidence of comprehensive additional reading & research with insightful application to your own development plan. Full and extensive referencing in APA format, with few minor errors.
6	<3	3+	4+	4.5	5+
5. Present your reflexive report in a professional way **10%**	No clear logic flow or structure. Difficult to understand; many errors	Basic logic flow and structure. Clear expression of concepts; several major errors	Clear logic flow and structure, with table of contents, Introduction, Conclusion, mostly clear expression of concepts; several minor errors.	Excellent logic and structure. Accurate Executive Summary. Conclusion accurately captures key learning. Mostly clear expression of concepts; several minor errors	Excellent logic and sophisticated structure. Concise Executive Summary. Conclusion accurately captures deep learning and insights. Clear expression of concepts; few minor errors.
3	<1.5	1.5+	2	2.25	2.5+